



**QUEEN'S
UNIVERSITY
BELFAST**

“Can I talk to you?” she whispered: Enhancing student learning with formative feedback tutorials

O'Boyle, A. (2016). *“Can I talk to you?” she whispered: Enhancing student learning with formative feedback tutorials*. Poster session presented at CED Annual Conference, Belfast, United Kingdom.

Document Version:
Other version

Queen's University Belfast - Research Portal:
[Link to publication record in Queen's University Belfast Research Portal](#)

Publisher rights
© 2017 The Author.

General rights
Copyright for the publications made accessible via the Queen's University Belfast Research Portal is retained by the author(s) and / or other copyright owners and it is a condition of accessing these publications that users recognise and abide by the legal requirements associated with these rights.

Take down policy
The Research Portal is Queen's institutional repository that provides access to Queen's research output. Every effort has been made to ensure that content in the Research Portal does not infringe any person's rights, or applicable UK laws. If you discover content in the Research Portal that you believe breaches copyright or violates any law, please contact openaccess@qub.ac.uk.

Can I talk to you?

WHAAM!
ENHANCING STUDENT LEARNING

...WITH FORMATIVE
FEEDBACK TUTORIALS!

Learning and Teaching Event, Queen's University Belfast

MIDWAY THROUGH THE MSC TESOL MODULE, STUDENTS SUBMIT A FORMATIVE ASSIGNMENT

With these formative assignments, I can see how my students need to improve. I'll give them written individual feedback, then I'll collate the feedback to go through together in the next teaching session.

AFTER THE SESSION...

POW!
Hey, I think that worked well. They asked questions and seemed really engaged with the module and what they have to do in the assignment!

BUT THEN AT SUMMATIVE ASSESSMENT TIME...

"Suffering Sappho! Not all students used the formative feedback!"

REFLECTING, SHE WONDERS WHY NOT ALL STUDENTS COULD TRANSFORM FEEDBACK INTO IMPROVEMENT...

Hmm, my PG students seem to like chatting with me at the end of class. What about a face-to-face meeting? 1-2-1? Maybe more office hours? No, only the good, confident students ever visit. Wait, do I really have time? Am I giving them too much support already? How can I instil good practice in them?

KA-POW!

...AND CONSIDERS WHAT TO DO NEXT.

SHE COMES UP WITH A PLAN!

WOW!

In the tutorials, students have a very clear focus and speak candidly about the strengths and weaknesses of their own work. They have had time to work these out and tell me about them.

Students like them too! 'VALUABLE', they say. 'Useful interviews', 'a good opportunity to talk' and a way of 'making time for all students'

Understanding feedback

Using feedback to improve

1. INDIVIDUAL WRITTEN FORMATIVE FEEDBACK



3. INDIVIDUAL FORMATIVE FEEDBACK TUTORIAL

Working on assignment

WHY DID THIS WORK?

PG and International students want f2f time with lecturers
Demonstrates how assessment can be a meaningful process of and for learning
Provides structured support to encourage self-regulation and critical self-reflection
Meaningful and transferable

by AISLING O'BOYLE